

Programme 105.†

L<sub>2</sub>

(April to July, 1926.  
(September to December, 1926, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORM II. (A and B).

PUPILS' NAMES .....

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#### Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B *The Bible for the Young*, by Dr. Paterson Smyth :  
(a) *Moses and the Exodus*, lessons 9-16, inclusive (P.N.E.U. Office, 2/-). (b) *St. Mark's Gospel and The Acts*, lessons 17-24 inclusive (P.N.E.U. Office, 1/6).  
[Suitable parts from (a) *Exodus*, chapters 12-14, 16, 19, 20, 32-36, *Numbers*, chapter 3, inclusive, and from (b) *The Acts*, chapters 1-8, inclusive.] Teacher to study Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. S.P.C.K. *Bible Atlas* (1/-).

A & B Sunday Reading (optional) : (a) *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). (b) *Helps to the Study of the Bible* (Oxford Press, 3/6). (c) *The Story of a Labrador Doctor*, by W. T. Grenfell (Hodder & Stoughton, 3/6). (d) *Ancient Crete*, by the Rev. James Baikie (Black, 2/6).

Sunday occupations :

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes and texts written in beautiful lettering on good paper (see "Bridges").

† The 105th term of work set since the Parents' Union School began.



For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1926). For hymns: *Songs of Praise* (Oxford Press, 2/6, or 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

#### Writing.

A & B *A New Handwriting\** (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Coriolanus*, or from Poetry Books set. Two perfectly written lines every day.

#### Dictation.

A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and geography. Words not known to be visualized (see *Home Education*, pp. 240-243).

Composition (written or oral narration daily after each lesson).

A Stories from work set in (a) History and Reading, or, (b) events of the day, etc., from well-written papers. Verses (see Meiklejohn, 162-167) on persons you are reading about.  
B Stories from the term's reading. Children in B who cannot write easily may narrate part.

#### English Grammar (See N.B. 3.)

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.  
A Meiklejohn's *Short English Grammar\** (2/-), pp. 52-79, 114-124, (for analysis and verse see pp. 141-167), or, *The Parts of Speech and their Uses\**, by H. W. Household (Macmillan, 1/9), pp. 61-84.  
B *The Parts of Speech\**, pp. 15-27.

#### English History.

A & B *A History of England\**, by H. O. Arnold-Forster (Cassell, 8/6), chapters 7-18, inclusive, pp. 65-146 (901-1189). [II. B may omit chapters 11 and 12.]  
Teacher will find useful Quennell's *A History of Everyday Things in England*, Part I. (1066-1199), (Batsford, 3/-).  
Take the *Home and Classroom* section of *The Times*: order direct from Times Office (6/- yearly).

#### French History.

A *A First History of France*, by L. Creighton (Longmans, 5/-), pp. 27-46 (910-1189).  
B *Stories from French History*, by E. C. Price (Harrap, 2/6), chapter 4, or work with A.

#### General History.

A *The Ancient World\**, by A. Malet (Hodder & Stoughton, 3/6), pp. 177-213.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). *The British Museum for Children*, by Frances Epps (P.N.E.U. Office, 3/3), chapter 11. Teacher study preface. British Museum Postcards, Series 37 and 39 (direct from British Museum, 1/- each series, see complete lists).

#### Citizenship.

A North's Plutarch's *Lives: Coriolanus\** (Blackie, 1/-).  
Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader\**, by H. O. Arnold-Forster (Cassell, 2/6), pp. 81-120.  
B *Stories from the History of Rome\**, by Mrs. Beesly (Macmillan, 2/6), pp. 130-189.

#### Geography (see N.B. 10).

In all cases "Ambleside" map questions to be answered from map *before each lesson*; then reading and narration; memory sketch maps. All Geography to be learnt with map.

A *Western Europe\** (Cambridge Press, 3/6), pp. 26-32, 175-226 (Balkan States, etc.). *Our Sea Power*, by H. W. Household (Macmillan, 2/-), pp. 24-51, or Hakluyt's *English Voyages* (Marshall, 3/-), pp. 47-95.  
B *The British Isles\** (Cambridge Press, 3/6), pp. 26-33, 158-204, or, (overseas), *Asia*, by N. B. Allen (Ginn, 4/6), pp. 296-376.  
A & B *Round the Empire\**, by Sir George Parkin (Cassell, 3/-), pp. 1-29. Philips' *Modern School Atlas of Comparative and Commercial Geography\** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).

#### Natural History,<sup>1</sup> etc.

A (1) *Life and Her Children\**, by Arabella Buckley (Macmillan, 6/-), pp. 135-166.  
B (1) Kingsley's *Madam How and Lady Why\** (Macmillan, 4/6), pp. 175-231, chapters x. and xi.  
A & B (2) *The Sciences\**, by E. S. Holden (Ginn & Co., 3/9), pp. 1-34: children should make experiments where possible, or, (2nd year in II.A). *The Mysterious Ocean of Æther*, by C.R. Gibson (Blackie, 1/3), pp. 5-39. (3) *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used.

<sup>1</sup> Overseas members see special leaflet.



Keep a Nature Note-book (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54-55). Make special out-door studies for the season, with drawings and notes, e.g., wild flowers; visits of insects to flowers. Keep an aquarium. *Countryside Rambles*, by W. S. Furneaux (Philips, 2/6), may be used.

#### Picture Study.

A & B Reproductions\* of six pictures by Carpaccio (P.N.E.U. Office, 2/-). See April *Parents' Review*, 1926, also *Home Education*, pp. 307-311.

#### French<sup>2</sup> (see N.B. 3).

*Cours de Français, Méthode Orale*,\* Book 2, by F. Thémoin (Hachette, 2/6), (A), pp. 51-62; (B), 15-26. Optional (for narration) *La petite Charité*\* (Blackie, 6d.). Teacher will find useful for conversation *French Oral Practice*, by C. H. Leather (Dent, 1/9).

A & B *Recueil de Poèmes*,\* Vol. I., by J. Molny (Blackie, 6d.). *French Songs*, by Violet Partington (Dent, 1/-).

#### Latin (see N.B. 3).

A First year: Scott and Jones' *First Latin Course*\* (Blackie, 2/6), continuous passages to be followed by narration. Sections 17, 22, 25, 29, 32, 34; 16A, 21A, 29A; 32A, 34A. Vocab: 16-36. Declension of "servus," "ager," "bellum" (pp. 124-125). Present Indic. Active of "rego" and "audio."  
Second year; *Gradatim*\* (Longmans, 2/-), Translations 13, 14, 17-20, for narration, with necessary grammar from Dr. Smith's *A First Latin Course*\* (Murray, 4/-), e.g., sections vi. and vii.A.

#### Arithmetic (see N.B. 3).

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,\* by H. Bompas Smith (Methuen, 2/6), pp. 85-96, 52, 53. Revise Tables.

B *A New Junior Arithmetic*,\* pp. 1-33, or, continue. Much care with tables and rapid oral work. For additional examples see Nelson's *Arithmetic Practice*, Teacher's Book, Part IV. (1/3), or, V. (1/4). Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

#### Geometry or Algebra (2nd year in II.A). (See N.B. 3).

A *Shorter School Geometry*,\* by H. S. Hall and F. H. Stevens (Macmillan, 2/6). Part I., pp. 14-27; or, *A School Algebra*,\* by H. S. Hall (Macmillan, 3/6), pp. 9, 17-19, 22-25. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

<sup>2</sup> Schools may substitute Irish or Welsh.

#### Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), and see paper in April *Parents' Review*. (a), Wild flowers, (b), children at play, in brushdrawing. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)\*: pencil must not be used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

#### Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Exodus* 33, and from *The Acts* 2, (b) Psalm 147, (c) one hymn, and (d) one of the following:—a scene from Shakespeare's *Coriolanus*, or, fifty lines from *Lyra Heroica*\* (Macmillan, 3/6), or, (A) from *One Hundred Poems for Boys* (Milford, 8d.), (B) from *Open Sesame*, Part III., poems collected by J. Compton (Methuen, 8d.).

#### Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *Coriolanus*\* (Blackie; Plaintext Edition, 6d.).

A Lytton's *Harold* (Dent, 2/-). Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 248-277. *Robin Hood* (Oxford Press, 6d.).

B *The Little Duke*, by C. M. Yonge (Dent, 2/-). *The Heroes of Asgard*,\* by A. & E. Keary (Macmillan, 4/6), pp. 1-58.

#### Musical Appreciation.

Mozart, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6).

#### Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music in *The Term's Music*.

#### Singing. (See Programme of Music.)

*The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,\* complete with music 6/-). Unaccompanied singing: three songs from *The Women's Institute Song Book* (P.N.E.U., 3d.), and see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three French songs: *Voyez Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in*



*Sight-Singing*, by Arthur Somervell, steps 27-32, inclusive (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lesson 45 (Curwen, 3/-).

#### Drill.

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Children's Singing Games*, by A. Gomme & Cecil Sharpe, Set 1 (Novello, 1/-). *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Ex-Students take House of Education Drills. Swimming. Teacher may find useful *How to Teach School Dances* (Evans, 4/6).

#### Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).  
Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models: (Materials from Philip & Tacey Ltd., Fulham, London, S.W. 6.) *A Manual of Claymodelling*, H. Unwin (Longmans, 4/6). Frame two pictures in *Passe Partout*, see Dryad Leaflet, No. 28 (4d.). Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). *The Best-way Embroidery Book*, No. 204 (P.N.E.U., 6d.). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 24 Langham Street, London, W.1.

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (ages, say, 10—12).

N.B. 2.—Each child should have a copy of all books, etc. marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—For methods of teaching the various subjects see *Home Education* (5/6), *School Education* (5/-), *An Essay towards a Philosophy of Education* (10/6), by C. M. MARSH (P.N.E.U. Office).

N.B. 5.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 5½d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*). 3. Drawing paper, 20 sheets for 6d. The School Badge (silver, 4/3, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (1½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—The P.U.S. Magazine is for present pupils, and is especially recommended to families and to those schools which have no magazine of their own. It is obtainable from the P.N.E.U. Office, price 2/8 yearly.

N.B. 9.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 10.—During the revision of the *Ambleside Geography Books*, alternative work will be set in the Cambridge Press series. This will not however prevent those members who wish to do so from continuing to use Book III, *The Counties of England*: (A), pp. 123-156; (B), pp. 241-276.

N.B. 11.—All letters re School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

FORM II., (A & B).

PUPILS' NAMES .....

#### Bible Lessons.

- I. A & B 1. "The Lord saved Israel that day out of the hand of the Egyptians." Describe the journey to the Red Sea and Israel's deliverance there.
2. "And Moses went up unto God" (to Mount Sinai). Describe the events that followed, up to the giving of the Ten Commandments.
3. What do you know of the making of the Tabernacle? What lessons were the Israelites to learn by having the Tabernacle in their midst?
- II. A & B 1. (a), "A cloud received Him out of their sight," (b), "She fell down straightway at His feet." (c), "The angel of the Lord opened . . . the prison doors." (d), "They stoned Stephen, calling upon God." To what occasions do these words refer? Tell the whole story in one case.
2. Describe the healing of the lame man at the Beautiful Gate. What were the consequences?
- A 3. Write an account of Simon Magus and his request. How did St. Peter answer him? What lesson may we learn.

Writing. (Writing is also considered separately in each answer).

Write A, (4), B, (2), lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered separately in each answer.)

*The British Museum for Children.*

A Page 23, "The next . . . them."

B Page 27, "It is strange . . . appeared."



### Composition.

1. A short story in prose or verse (which must scan), about one of the following.—Robin Hood, Odin, Nausicaa, Caedmon, the Labyrinth at Crete, a bird in flight.
2. Narrate, in writing, your favourite scene from (a), *Harold*, or, (b), *Coriolanus* (Shakespeare), or, (c), *The Little Duke*.

### English Grammar.

- A 1. Analyse, parsing the words in italics,—  
“*When the Crocodile Queen came home, she found  
That her eggs were broken and scatter’d around,  
And that six young princes, darlings all,  
Were missing; for none of them answered her call.*”

(Meiklejohn)

2. Make sentences, using (a), nouns in apposition, (b), the nominative absolute, (c), an adjective used (i.) predicatively, (ii.) attributively.
3. Give, in a short story, the comparative and superlative of,—little, bad, splendid, true, far, out.

or, (Household)

1. Pick out subjects and predicates in verse above. Show if its clauses are Co-ordinate or Subordinate. Parse four of the words in italics.

2. (a), “He came to *see* me.” (b), “I made him *sing*.” Name the infinitives in italics, and make up two sentences with other infinitives similarly used.

- B 1. Pick out subjects and predicates in verse above. Say which verbs are active and which are passive.
2. How many kinds of adjectives do you know? What work do they? Use one of each in a sentence.

### English History.

- A & B 1. Give some account of William the Conqueror and his government of the English people.

2. What do you know of one of the following,—St. Dunstan, Ethelred “the Unredy,” Edward the Confessor, Thomas à Becket?

- A 3. “The history of the English people begins among the forests of Germany.” Explain this, giving some account of our forefathers.

### French History.

- A 1. What do you know of Rollo and the settlement of the Northmen in France?

2. Write a short account of the First Crusade.

- B 1. Give a short account of Count Amaury.

### General History.

- A 1. Give a short account of (a), the Etruscans, (b), the founding of Rome by Romulus.

2. What may we learn of Sennacherib in the British Museum? When did he live?

### Citizenship.

- A 1. How did Martius come to be called Coriolanus? Tell the whole story.

2. Describe the visit of Volumnia with other Roman ladies to Martius.

3. What do you know of the work of (a), a policeman, (b), special constables? Why have special constables been called up this term?

- B 1. Tell how Decius loved his country better than himself.

### Geography.

- A 1. Write a short account (with a rough sketch map) of (a), Greece and her People, or, (b), Warwickshire.

2. Describe how Drake sailed in the “Golden Hind” in search of the Spanish treasure ships.

- or, 2. Describe (a), a visit to Bokhara in 1558, or, (b), Martin Frobisher’s second voyage.

- A (3), B (2). Describe a journey from Liverpool to Quebec.

- B 1. Draw a rough sketch map of (a), Ireland, or, (b), Wiltshire, and describe three places in (a) or (b) that you would like to visit,

- or, 1. (Overseas children.) Describe two of the following,—(a), the Khyber Pass, (b), the City of Delhi, (c) Kandy, (d), Rangoon. Say where each is.

### Natural History.

- A 1. Describe, with drawings, (a), a common prawn, or, (b), a sea mouse. What do you know of its ways of living?

2. Draw and describe a diagram that shows the sun and all the planets. What do you know about Saturn?

- or, 2. Write what you know about the ocean of space.

- B 1. What stories do plants in the West of Ireland tell us of the land in the far West? Mention some plants by name.

2. What is the difference between a star and a planet? Mention three planets, and say what you know about one of them.

### Picture Study.

Describe Carpaccio’s “St. Jerome and his Lion.”

(Some other picture from the term’s work may be chosen if this has not been studied.)

### French.

- A 1. Describe, in French, (a), how *La Petite Charité* was taken away by the fairies, or, (b), *Le Mauvais Elève*.

2. Make six sentences, using different tenses of the verbs *écrire*, *prendre*, *arriver*. Name each tense.

- B 1. Say what you can, in French, about a visit to a fruit shop or to a grocer’s shop.

2. Make six French sentences about *Le Brave Chasseur* (see picture page 24, *Thémoin*).



Latin.

1st year.

1. Write, with meanings, the declension of "oculus."
2. (a), Translate, in Scott and Jones, the first 7 lines of § 25 (to "non sunt alti"), (b), Write Latin narration.
3. Translate,—(1) The coast of the island is long. (2) The Romans conquer the Gauls. (3) The arrows of the bowmen throw the horses into confusion. (4) He gives weapons to the armed men.

2nd year.

1. Decline "agricola bonus."
2. (a), Translate *Gradatim*, No. 19, (b), Write Latin narration.
3. Translate,—(1), The doves have white wings. (2) The master gives rewards to the girls. (3) The long winter is troublesome to the farmers. (4) The brothers give flowers to their sisters.

Arithmetic.

- A
1. A bicycle wheel turns an exact number of times in 1800 feet, and also in 2058 feet. Find how many feet it is round.
  2. What is the smallest number of tennis balls that can be put either in boxes of 6, or boxes of 9, or boxes of 12?
  3. Draw the plan of the wall of a room 20 feet long, and 12 feet high; put in it a door 9 feet high and 5 feet wide. How many square feet of wall are left?
- B
1. A man exchanges 8 horses worth £75 each for 250 sheep worth £2 : 10 : 0 each; how much does he gain or lose?
  2. How many pencils worth  $1\frac{3}{4}$ d. each could be bought for 7/7?
  3. A rectangular field 320 feet long and 252 feet wide was divided into garden plots 12 feet long and 10 feet wide, for the boys of a school. How many boys could have a plot each?

Geometry.

- A
1. Make a plan of the following, taking 1 inch to the mile,—  
A man (facing north) walks  $2\frac{1}{2}$  miles due east, turns  $60^\circ$  northwards, walks again  $2\frac{1}{2}$  miles, turns again to the left  $60^\circ$ , walks another  $2\frac{1}{2}$  miles and turns his course again  $60^\circ$  to the left. Compare his direction now with his original direction.
  2. Draw, with the protractor, a right angle A O B. Make O A 6 cm. and O B 8 cm. Through A draw, with set squares, a parallel to O B, and through B a parallel to O A. Let these parallels meet at C. Join and measure O C.

or, Algebra.

- A
1. If  $a=4$ ,  $b=3$ ,  $c=2$ , and  $x=1$ , simplify:—

$$\frac{5abc}{4b}; \frac{16b^2}{3a^2} \text{ and } \frac{8b^x}{a^c}$$

2. Add together:

$$5a-7b+3c; -a+3b-c; -3a+4b-5c.$$

Drawing (with brush and in colour).

1. An original illustration for a scene from *Harold, or, The Heroes of Asgard*, with a title.
2. A flower (wild if possible) from nature.

Musical Appreciation.

What music by Mozart have you heard this term? Describe one of the compositions.

Recitations.

Father to choose a hymn, a poem, a ballad, or a scene from *Coriolanus*, and two passages from the Bible Lessons.

Reading.

Father to choose unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

**The Summer Examination is optional.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination. (See Leaflet H).